**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_Southeast Middle\_\_\_\_\_\_ **Grade/Course:** \_6th\_\_\_\_\_ **Date:** \_\_\_7/20/12\_\_\_\_\_\_\_\_\_

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| **Unit Title: Unit 1 Perspectives & Point of View** | | **Corresponding Unit Task: Task 3**  **Corresponding Perspectives** |
| **Unit EQ(s):** | How do authors use different forms and genres to portray similar themes?  How do readers compare texts across different genres? | |
| **Essential Vocabulary** | * Compare - describe similarities between two or more subjects * Contrast – describe differences between two or more subjects that show, prove, or give reasons for making a judgment * connotations – the feelings or emotions attached to the meaning of a word * Tone – the feeling conveyed by a written or spoken work, the attitude the author takes toward the subject of a literary work * Imagery – Language that appeals to the five senses * Theme – a truth about life, the common thread about social situations in life repeated by authors in written work | |
| **Materials/Resources** | “I Look at the World” Langston Hughes  “I Was Not Alone” Rosa Parks *Holt Elements of Literature Introductory Course* p. 311 | |
| **Activating Strategy/ Bell Ringer** | Pairs: Students will answer the following questions in journals and share with a partner:   1. Can the world be a fair and just place? 2. What are some things you see that are not fair and just? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **Power Standard**  R.I.6.9 – Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  Supporting Standard  R.L.6.9-Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **I Can Statements:**  I can compare and contrast a poem with a fictional account of a different time, place and setting.  I can understand how authors use language, style, and tone to relate theme.  **Instructional Plan:**   * Students share responses from opening journal with whole class. * Have students complete Vocabulary Cloze sheet/Matching and review answers with whole class * Read “I Look at the World” by Langston Hughes on overhead/power point * Students use Double-Entry Diary to take notes from poem with Teacher Assistance (may use colored paper)   **Double-Entry Diary:** 2-column note-taking (hot dog fold),  **left column** for specific information from text – quote, summary, short passage,  **right column** for personal reactions and connections to what was written in the left column   * In pairs, students read Rosa Parks’ “I Was Not Alone” and complete Double-Entry Diary for text. Students share responses. * Students use Venn Diagram with Teacher Assistance to represent similarities and differences between the two texts. | |
| **Closing/Summarizing Strategy** | TOTD: Write on sticky note one thing you have learned from either text today. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Students can research Harlem Renaissance and present information to class  Students can create visual of L. Hughes’ poem  Students will take on role as guest lecturers at a university, to present multimedia presentation that represents the voices of the civil rights movement. | Provide audio of text and have students read along during guided reading  Pre-teach vocabulary using game, cloze procedure  Vocabulary Matrix: SAT Prep Vocabulary Strategy  Recode  Relate  Reuse  Students use vocabulary word, recode with a similar word they can remember (homophone), draw the word, then use the word | While students work in pairs, Teacher will make sure to pair ESL student with English speaking student and also closely monitor understanding of text. Use separate cloze assessment to check for understanding. |
| **Assessment(s)** | Vocabulary Cloze Sheets, Double Entry Diary | | |
| **Reflection** |  | | |